**APPENDIX 6**

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| **Mark**  | **Fluency and coherence**  | **Lexical resource / range**  | **Grammatical range and accuracy**  | **Pronunciation (sound stress intonation)**  | **Interaction (listen and respond)**  | **Task achievement**  |
| 5  | speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar Speaks coherently and develops topics fully and appropriately  | 10 Ability to express with some flexibility and appropriacy, giving effective descriptions and expressing viewpoints on a variety of topics. 9 Use of rather complex forms and sentence structures  | Fairly complex use structures, largely accurate. Though minor grammatical inaccuracies may still occur.  | Consistently correct pronunciation and clear articulation. Good feeling for intonation.  | Contributions are well related to those of other speakers. Very active in development of conversation and very flexible.  | Task dealt with fully.  |
| 4  | speaks at length without noticeable effort or loss of coherence. May demonstrate language-related hesitation at times, or some repetition and/or self-correction. Topics not fully developed.  | 8 Noticeably limited range but relatively little searching for words and expressions. 7 Ability to express more detailed viewpoints on most familiar topics  | Occasional use of fairly complex structures with some inaccuracies but the majority do not impede communication of the broad meaning or prevent understanding of detail.  | Mostly correct and clear pronunciation. Hardly any errors. Communication therefore not hindered.  | Contributions are adequately related to those of other speakers. Sufficiently active in development of conversation and quite flexible.  | Task dealt with almost fully.  |
| 3  | is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation. Topics not fully developed.  | 6 Growing ability to communicate with some flexibility. 5 Some evidence of awareness of appropriacy.  | Predominant use of simple structures. Grammatical errors occur but it is clear what the candidate is trying to express.  | By and large intelligible articulation. Phonological errors which occasionally obstruct communication and understanding.  | Contributions are sometimes not related to those of other speakers. Reasonably active in development of conversation and flexible enough to keep conversation going.  | Task mainly dealt with.  |
| 2  | usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going Produces simple speech fluently, but more complex communication causes fluency problems.  | 4 Noticeably limited range but enough to get by, with sufficient vocabulary for familiar topics. 3 Has enough range to combine basic sentence patterns with memorised phrases  | Use of some simple structures and expressions but makes frequent systematic errors.  | Frequently unintelligible articulation. Frequent phonological errors.  | Contributions are often unrelated to those of other speakers. Generally passive in development of conversation and not flexible.  | Task partly dealt with.  |
| 1  | cannot respond without noticeable/long pauses and may speak slowly, with frequent repetition and self-correction. Links basic sentences but with some breakdowns in coherence.  | 2 Uses predominantly simple structures and vocabulary, mostly correctly. 1 Correct use of familiar vocabulary and structures apart from few minor mistakes  | No correct use of even simple structures.  | Insufficient accuracy. Too many errors. Mainly unintelligible errors.  | Contributions are mainly unrelated to those of other speakers. Shows hardly any initiative in development of conversation and very limited flexibility  | Task dealt with inappropriately  |
| 0  |  | No communication possible  |  |  |  |

**Speaking assessment criteria for B1 (CEF) 45. BAG Villigst 16. – 18. Mai 2007 AG 2**